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ABSTRACT

To address the needs of African American students at Beaver College in Glenside (Pennsylvania), a one-credit freshman orientation course on Afrocentricity was developed. The course was intended to increase the comfort level between the institution and its culturally diverse students and add additional support for increased retention of African American students. The course was developed in three stages. The first stage was an informal survey of six neighboring colleges to determine what courses they offered in the subject area. Suggestions from three schools were considered; and recommendations on scope, sequence, and materials were sought from M. Asante, an expert in Afrocentricity. The second phase included the development of the course using the "Principles of Instructional Design" of R. M. Gagne and L. J. Briggs. Objectives were determined for a 10-week course. The third phase involved review and validation by four content area experts. The course was included on the spring 1992 academic calendar. An appendix contains the syllabus, and there is a 16-item list of references. (SLD)

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THE DEVELOPMENT OF A FRESHMAN ORIENTATION COURSE FOR AFRICAN-AMERICAN STUDENTS WITH A FOCUS ON AFROCENTRICITY

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THE DEVELOPMENT OF A FRESHMAN ORIENTATION COURSE FOR AFRICAN-AMERICAN STUDENTS WITH A FOCUS ON AFROCENTRICITY

Beaver College's administration had a desire to increase its population of African-American students. Addressing the needs of culturally diverse students helps determine the level of their enrollment and retention.

To address the needs of African-American students at Beaver College a one credit freshman orientation course on Afrocentricity was developed. Research studies have indicated that this type of course can provide a comfort level between the institution and its culturally diverse students. This comfort level adds additional support for increased retention of African-American students. Such courses were also recommended to be included in college curricula by the Middle State Accreditation Association. The Middle States Accreditation Association has urged its members to become culturally diverse.

The course on Afrocentricity at Beaver College was developed in three stages. The first stage was an informal

survey of neighboring institutions to find out what type of courses was being offered in this subject area. An expert in Afrocentricity, Dr. Asante of Temple University, was sought for recommendations of scope, sequence, and materials that should be considered.

The second phase was the development of the course by using the model from the Gagne' and Briggs text, Principles of Instructional Design. A ten week course was developed that met course goals and student performance objectives. A study skills component was included in each of the ten sessions. Recommendations obtained from a review of related literature learning strategies directed toward this specific student population were added to the course.

The third phase was the review and validation of the course. Experts of freshman seminar courses and Afrocentricity were asked to review the course syllabus, the suggested readings and comment. The reviewers were Dr. Al Porter and Stan Johnson from Mercer County Community College, Gil Ridley from Bucks County Community College and Dr. Mofeil Asante of Temple University.

The experts agreed that the course met its stated objectives. Criticisms included 1). the amount of material covered for a one credit course 2). why Dr. Asante's Afrocentricity was not a required text 3). the need to offer

this course. The evaluations and course syllabus were presented to the Vice President of Academic Affairs and the course was included in the spring 1992 academic calendar.

Chapter 1

INTRODUCTION

Background and Significance

Beaver College is a small private liberal arts college located in Montgomery County just outside of the Philadelphia metropolitan area. It has a predominantly white female student body. The institution has attempted to attract minority students through the offering of incentives. These incentives included increased financial aid and the introduction of support programs for educationally and economically disadvantaged students.

Purpose of the Investigation

Cultural diversity is an integral part of the college's mission statement. The Middle States accrediting association that oversees Beaver College, encouraged member colleges to offer such programming in its curriculum.

This proposed course was concerned with cultural diversity. The desired outcome of the course was to assist students in learning more about themselves and others.

Campus culture refers to a positive atmosphere by faculty and administration to explore and appreciate diverse

backgrounds of all students (Lomotey, 1990). The nature of the culture of a campus helps determine the levels of enrollment and retention of African-American students. The problem at Beaver was that there was no course offerings specifically addressing the needs and cultural heritage of minority students, especially African-American students.

The purpose of this study was to develop a course to address the needs of this minority student group. The significance for Beaver College is this course may attract more minority students. Although this course targets African-American students, enrollment was open to all freshmen. This freshman course is expected to educate and sensitize all students to the cultural contribution of ethnic groups.

Relationship to the Seminar

The retention of students is an important concern to Beaver College. The economic stability of all schools is dependent on students paying tuition. Retention, as an economic concern, was part of discussions in the Politics, Economics, and Law Seminar.

Accreditation, was another problem addressed in the Politics, Economics, and Law Seminar. Two of the six accrediting bodies took steps to encourage increased racial

and ethnic diversity at colleges and universities. These two groups were Middle States Association of Colleges and the Western Association of Schools and Colleges. The associations' new standards encourage colleges to take several steps from including multicultural courses in their curricula to creating more diverse faculties and governing boards, and diversify student populations. Critics of the new standards have suggested that accrediting groups have oversteoped their bounds and that the rules lead to hiring and admissions quotas (Jaschik, 1991).

The Middle States Accreditation Association, however has been encouraging colleges such as Beaver College to diversify. This diversity should include not only its student body but its faculty as well (Leatherman, 1990). This course should be a factor in improving the retention of and the recruitment of African-American students.

Chapter Two

REVIEW OF THE LITERATURE

The literature review is divided into three components. The first component addresses the issue of the need to offer freshman seminars and their importance in the retention of culturally diverse students. The next concern was the steps involved in designing a course. The issue of Afrocentricity and the criticism concerning this subject was the last component researched.

Higher education has experienced many changes in students and the complexity of institutions (Noel and Levitz, 1987). Student populations evolved from academically skilled, middle-class youths to students with a more complicated mix of academic preparation, age, ethnic backgrounds, socio-economic backgrounds, and reasons for enrolling in college. To educate and retain students, it is important to examine the ways of learning, values, and how students adjust to the college experience.

The review of related literature concerned specific issues about the connection of culturally diverse students to their institutions. Connectiveness to the college is a vital component in the persistence of students. Course offerings that address cultural heritage of minority groups

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is a beginning in increasing the cultural awareness of a college (Magner, 1991).

Programs and courses aimed at improving the study skills and habits of students were effective in reducing the frequency of academic dismissal. There were many students for whom academic dismissal was largely the result of a lack of study skills and habits required for college work (Gardner and Jewler, 1985).

Students who did well in high school may lack the study skills needed for college. Many non-traditional students struggle with rusty or inadequate academic skills and the complexities of juggling school, job, and family. Some students have low self-esteem, ambivalent feelings toward formal learning, or a paucity of positive learning experiences. However, in spite of the ambivalent feelings of some, no students came to college expecting to experience the pain and frustration of failure (Roueche, et al, 1984).

The Lomotey (1990) study at Oberlin College provided information on what makes African-American students stay in school. Since part of this course in Afrocentricity was to aid in the retention of students. It was important to determine what should be included in the syllabus. Some factors considered were campus climate, the availability of Black studies, support services, admissions procedures, retention programs, and the availability of financial aid.

The outside community where the college was located was an important factor.

All new college students must make certain adaptations and adjustments to become a part of the community. Freshman seminar courses can assist students through this adjustment period by providing the information and supports they need as entering students. One goal of such freshman orientation courses is to help students feel secure in their new environment (Davis, 1989). A major theme throughout research on orientation stressed (Davis, 1989) the usefulness of these courses. The potential benefits of an extended orientation course have little to do with the academic ability or the achievement level previously exhibited by these learners. Students realized they can direct and shape events in their lives by using the strategies taught in such a course. Perigo and Upcraft (1989) said orientation courses should integrate 1). study skills 2). life skills and 3). an introduction to career planning.

The primary purpose of a freshman seminar course must be defined by the needs of the students attending a specific campus. There were many common areas to consider. Freshmen may be helped to:

1. Understand the maturational changes that take place during the college experience and their roles as students.

2. Identify personal and work values, and establish realistic career and life goals.
3. Obtain information about academic programs including course, major, and graduation requirements.
4. Understand the occupational implications of educational choices.
5. Develop or improve study and time management skills.
6. Become familiar with the college's procedures, resources, and services.

Development of a Course

Needs analysis was defined as finding a discrepancy between the way things are and the way things ought to be (Gagne', 1979). Once needs and goals have been identified, the students must learn how, and what resources and materials are necessary, to attain their goals.

The basic decision about the instructional delivery system included personnel, media, materials and learning activities that could be carried on to reach the goals. The principal document that emerged was the scope and sequence, or course syllabus. The course syllabus must take into account the details of the delivery system and materials to be used (Gagne', 1979).

The learning tasks included objectives. This provided a sound basis for planning. It defined both the sequences of

teaching and the enabling objective for each target objective. The conditions of learning were established by each lesson plan. Some objectives were reached only at the close of the entire course (Gagne', 1979).

It was evident that no generalization would be made concerning how many levels of objectives might best depict the nature of an entire course. It was equally impossible to say how many objectives should be written for each course or how many performance measures over the objectives should be prepared. These decisions resulted from the total analysis made for each course (Gagne', 1979).

A plan to assist learners in their study efforts for each performance objective was included in the development. The lesson plan included activities for both the teacher and the learner, and a list of references or the actual material was provided (McNeil, 1981).

Once the learner-centered, learner-paced lesson was planned, a module was presented to the learner. It contained a statement of an objective, a list of materials to be read, a guide for activities to be performed, and a self-check test.

The more well-established the objective, the more precisely determined the desired content of materials. The development of a course required previewing material.

Planning of performance measures was undertaken before the development of lesson plans and instructional materials. This was done as an assurance that minimal objectives and course goals were met. The measures focus on the performance, what the learner must be able to do, rather than upon what the learner reads or what the teacher does (Gagne', 1979). It reflected goals and objectives through its content. Successful completion of the course was predicated on the students' achieving set performance standards.

Centricity as an Issue

In education, centricity refers to locating students within the context of their own cultural references so that they could relate socially and psychologically to other cultural perspectives. Centricity is a concept that can be applied to any culture. The centrist philosophy is supported in research by showing that the most productive method of teaching any students was to place his or her group within the center of the context of knowledge (Asante, 1990). This is an easy task for white students in America. Almost all the experiences discussed in American classrooms are approached from the standpoint of White perspectives and history. For example, most classroom discussions of the

European slave trade focused on the activities of Whites rather than the resistance efforts of Africans.

Dr. Asante's (1990) Chairman of the African-American History Department at Temple University, stated that one's basic identity was one's self-identity, which was ultimately one's cultural identity; without a strong cultural identity, one was lost. Children do not know the Black people's story. Remembrance is a vital requisite for understanding and humility. This was why the Jews have campaigned to have the story of the European Holocaust taught in schools and colleges. Teaching about such human brutality should forever remind the world of the ways in which humans have often violated each other. Teaching about the African Holocaust was just as important for many of the same reasons. Additionally it underscored the enormity of the effects of physical, psychological, and economic dislocation on the African population in America. Without an understanding of the historical experiences of African people, American children cannot make any real headway in addressing the problems of the present (Asante, 1991).

What is Afrocentricity?

Afrocentricity is a frame of reference wherein phenomenon are viewed from the perspective of the African person. The Afrocentric approach seeks in every situation the appropriate

centrality of the African person (Asante, 1987). In education this means that teacher provide students the opportunity to study the world and its people, concepts, and history from an African world view.

Scholars in black studies differ on what Afrocentricity means, and whether it should be the main theory pursued by black studies or just one or a variety of theories. People misunderstand Afrocentricity and view it as race specific and as an academic manifestation of African nationalism. Dr. Asante sees Afrocentricity as providing a balance against European traditions and that dominate curriculum.

Most college courses have a European-American Centered focus. The intellectual tradition of European-American Education does not include an African frame of reference. Black scholars and historians have been given the task of:

(1) exposing the falsehood of the myth of African inferiority

(2) advocating the inclusion of African history and culture in college curricula

(3) developing independent educational institutions

(4) developing Black studies programs in higher education

(5) defending the new curriculum content in elementary and secondary schools (Asante, 1991).

Future development of an African centered curriculum depend on the following factors philosophical orientation, institutional implementation, consultant support, scholarship, and assessment (Ratteray, 1990).

African American students can adapt to an Afrocentric approach, and can be made to see themselves as centered in the reality of the discipline. Afrocentricity does not condone ethnocentrism at the expense of degrading other groups' perspectives.

Afrocentricity questions the imposition of the White supramist view as universal and or classical (Asante, 1990). It demonstrates the indefensibly of racist theories that assault multiculturalism and pluralism. Afrocentricity projects a humanistic and pluralistic viewpoint by articulating Afrocentricity as a valid. Few Americans of any color have heard of the names of Cheikh Anta Diop, Anna Julia Cooper, C.L.R. James, or J.A. Rogers. All were historians who contributed to our understanding of the African world. Very few teachers have ever taken a course in African-American history; therefore, most are unable to provide systematic information about African Americans (Asante, 1987).

Afrocentrity and History

Most of America's teaching force was victims of the same system that students are subjected to today. American children have not taught the names of the African American leaders: the names of any sacred sites in Africa. Few teachers can discuss with their students the significance of the Middle Passage or describe what it meant to be Africans. Little mention is made in American classrooms of the either the brutality of slavery or the ex-slaves' celebration of freedom. There is little understanding of the nature of the capture, transport, and enslavement of Africans. Enslavement was a living death (Keto, 1989). Students should be taught from an Afrocentric perspective, about the events that serve to dislocate African Americans (Asante, 1987). Curriculum should be enhanced to include readings from the slave narratives, the diaries of slave ship captains, the journals of slaveowners, the abolitionist newspapers, and the writings of the freedman and freedwoman.

Chapter Three

PROCEDURES

The design for this study followed a developmental methodology. The research question was to determine what types of course offering would assist in the recruitment and retention of African American students. The procedures for the development of the criteria and the validation of the criteria are described below.

Three distinct phases of the study were conducted. Phase One surveyed area colleges for similar courses. Phase Two concerned the design of the course. Phase Three involved area educators reviewing the course.

An advisory committee at Beaver College included the Director of Learning Resources, Academic Dean of the College, Associate Dean of the College, President of the Black Awareness Society, and Dean of Admissions. Dr. Asante, chairperson of the African-American Studies at Temple University, expertise was sought in the content of the course and the direction the course should take.

Phase One: Background and Needs Assessment

Five colleges in the Philadelphia area were contacted by telephone. These colleges were Chestnut Hill College, Gwynedd Mercy College, Temple University, Montgomery County

Community College, and Philadelphia College of Textiles and Science. They were selected because they met of one the following criterion. They were similar in mission to Beaver College or were a feeder institution of Beaver's. They were quizzed as to whether courses in Afrocentricity were offered in these institutions. The informal telephone survey was directed to the Academic Deans of the institutions. The information sought regarded the concepts taught, and the materials, and textbooks used at these institutions were applicable to Beaver College.

Phase Two: Course Development

Several textbooks were reviewed for assistance in the steps that should be considered when developing a course. The Gagne' and Briggs Principles of Instructional Design text was used to develop this particular course.

1. The Gagne' and Briggs (1979) steps for designing an instructional system were used as a guide in developing the course. These steps were:

A. System level
   1. Analysis of Needs, Goals, and Priorities
   2. Analysis of Resources, Constraints, and Alternate Delivery Systems
   3. Determination of Scope and Sequence of Curriculum and Courses; Delivery System Design

B. Course Level
   4. Determining Course Structure and Sequence
   5. Analysis of Course Objectives

C. Lesson Level
   6. Definition of Performance Objectives
   7. Preparing Lesson Plans (or Modules)
   8. Developing, Selecting Materials, Media
   9. Assessing Student Performance (Performance Measures)

D. Implementation
   10. Teacher Preparation
   11. Formative Testing
   12. Field Testing, Revision
   13. Summative Evaluation
   14. Installation and Diffusion

Phase Three

The course was reviewed on the basis of whether it addressed the heritage of the Afro-American student from an Afrocentric perspective. The study strategies component of the course was reviewed to decide if it addressed the skills were required for students to be successful in college.

The completed course syllabus was sent to four reviewers. The reviewers were:

1. Dr. M. Asante
   Chairman of the African American Department
   Temple University
   Philadelphia, Pa.

2. Dr. Al Porter
   Associate Dean of Academics
   Mercer County Community College
   Trenton, New Jersey

3. Mr. Gil Ridley
   Director of Minority Affairs
   Bucks County Community College
   Newtown, Pa.

4. Mr. Stan Johnson
   Director of Talent Search and Academic Support Services
   Mercer County Community College
   Trenton, New Jersey

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1. The purpose of involving these four educators was that each one worked with culturally diverse students. They are knowledgeable about the current trends in higher education curriculum. Each reviewer was from an institution that had a significant African-American student population. Comments were solicited on course content, including lecture themes and reading selections.
2. A letter of explanation with a self-addressed stamped return envelop was sent to the evaluators. Each reviewer was requested to provide a written response as to whether the course as presented in syllabus form fulfilled the objectives stated in the syllabus.

Definitions of Terms

For this paper the following definitions were used: A Freshman Seminar Course is a course designed for students in special interest areas. Beaver College requests such a course include study skills and academic strategies necessary for student retention and success.

Afrocentricity was the term used to describe material that centered principles as a center of the readings. It is in direct contrast to the term Eurocentricity that focused on European ideas.

Assumptions

An assumption was made that the judges review of the course was reliable and valid. It was also assumed that the judges had the necessary background to review the course. Afrocentricity as a course, was assumed to address the needs of the students who requested courses that spotlighted the issue of ethnicity. It was assumed that the Gagne' model used to develop a course was the proper model to use in the development of the course.

Limitations

The imperfect validity of the course was a limitation. The theory of Afrocentricity has been criticized as being too limited because not all things it professes can be empirically verified.

Due to both time and budget constraints, a limited number of colleges in the area were surveyed. This limitation also affected the number of evaluators asked to review the completed course. Evaluation of the course by the students would come at the end of the semester. Beaver College's course evaluation forms will be used

Chapter 4

RESULTS

Phase One: Background and Needs Assessment

A telephone survey of local colleges was completed to see what types of courses in African-American studies were being offered. The questions asked concerned what academic departments offered these courses, textbooks used, qualifications of the instructors, and the frequency of offerings. The colleges contacted were Chestnut Hill College, Gwynedd Mercy College, Temple University, Montgomery County Community College, and Philadelphia College of Textiles and Sciences.

Two of these colleges, Montgomery County Community College and Philadelphia College of Textiles and Science, had courses on African-American History. Both sent the syllabus of its course. The courses were taught by adjunct faculty. Each institution offered its courses one time each academic year. The textbooks used at Montgomery Community College were Introduction to Black Studies by Maulena Karnenga, copyright date 1989 and African History in Maps by M. Kwamena-Poh, J. Tosh, R. Walter, and M. Tidy, 1987. The course offering at Philadelphia College of

Textiles and Science did not use a textbook but rather bundles of readings. The readings were not included in the response.

Temple University has a separate department on African-American studies. A full compliment of Afrocentric courses was offered each semester to all undergraduate and graduate enrolled students. The course syllabus provided was a graduate level course.

None of the contacted institutions offered any African-American studies curriculum as a freshman orientation course. Bucks County Community College, Chestnut Hill, and Gwynedd Mercy College offers no such course in this area.

Phase Two: Course Development

System Level

The need for such a course was determined by two student groups at Beaver College. They specifically requested courses be offered on campus that included information on history and contributions of minority groups. These groups were the Black Awareness Society and United Black Students.

The trustees of the college set as a priority for the 91-92 academic year the increased enrollment of African-American students. This specific group was targeted as Beaver College is located on the northwest edge of Philadelphia which has a large African American population.

This course was also recommended by a group of high school counselors in the Philadelphia school district who place capable minority students in college. It was their opinion that capable students could be recruited if the college offered courses that included the culture of African Americans.

The advisory committee determined at Beaver College that a course should be offered. The development and implementation of this course would have not have a negative financial impact on the college. All required resources for the course were in place for such a course. These required resources were classroom space and audiovisual equipment.

The compensation for the instructor would not be a concern. The minimal enrollment of six students was set by the college as the breakeven point. If enrollment was below six students the course was cancelled.

Beaver College's objectives for the course were to provide African-American students information on their cultural heritage. The analysis of course objectives was made with the assistance of an expert on the subject of Afrocentricity, Dr. M. Asante from Temple University. The goals of this course were expanded to include the needed study strategies that were needed to assist in the retention of disadvantaged minority students.

Since there were no credit courses currently offered in the Beaver College catalog on Afrocentricity, the alternative for students to receive this information was from occasional campus guest speakers. Seminars on topics of special interest seminars was another way for students to receive this information.

The advisory committee decided those vehicles were too haphazard and not addressing the charge of the Board of Trustees. The need to increase future curriculum offerings in the area of culturally diverse subjects would be continued and new courses in academic areas would be developed for the 1992-1993 academic year. However, the decision to offer a one credit freshman seminar course on the subject of Afrocentricity as approved. This course would be offered in the spring 1992 semester.

From materials obtained from Dr. Asante, chairman of the African-American studies program at Temple University, and course syllabus of study skills courses taught at Beaver College. A course was developed (see Appendix A).

Course Level

An average length of time for a new course to be approved is eight months. The advisory committee determined that there was already an existing vehicle in the curriculum

where a course of Afrocentricity could be immediately offered. This course could be offered through the Freshman Seminar Program. The Freshman Seminar Program was a series of special interest topics course offered only to freshmen for one credit. The objective of these courses was to give freshmen students an opportunity to meet in small groups, discuss topics of mutual interest, and through a group service project become connected with the institution.

Analysis of Objectives

The course set the following goals and objectives:

1. To have students look at history from an Afrocentric point of view.
2. For students to learn to be able to apply Afrocentric methods to review historical and current work done on people of African descent.
3. To introduce study skills and academic strategies required to be successful in future coursework.

Lesson Level
Performance Objectives

1. Students will write a definition of Afrocentricity. Students will investigate their agenda in taking this course by writing a one half page essay stating what they would like to learn from this course.

Students will come to class prepared to discuss the issue of the race of the Egyptians.

2. Students will learn to search the library efficiently to find two more African cultures to share with the class.
3. Students will show their understanding of bias historical reporting by examining history textbooks used in current courses and school districts.
4. To have students be able to identify two names of African artists.
5. Students will be able to conduct a search for movie and book reviews in the library.
6. Students will be able to name one African philosopher and explain his beliefs.
7. Students will be able to write a short essay on their personal views on Afrocentricity.
8. Students will demonstrate their understanding of Affirmative Action and Equal Employment Opportunity by writing an essay with a description of the programs and their reactions to the effectiveness or appropriateness of such programs.
9. Students are required to take an examination over the major components of Afrocentric Theory or write a paper analyzing one research article, book, essay, or video-film by an Africanist dealing with an aspect of African culture.

Lessons:

Each lesson had a minimum of two objectives. Each objective would address the African-American culture and a study skill.

Objectives of the Afrocentricity Course

1. Class One:

   Afrocentric Objective - Students will be able to write their interpretation of what Afrocentricity is in terms of its place in the historical context of the world.

   Study Skills Objective - Students will learn three learning strategies to assist them in other classes.

2. Class Two:

   Afrocentric Objective - Students will explore the perspective that the Egyptian culture as a Black culture.

   Study Skills Objective - Students will learn to look at the credentials and expertise of author's textbooks. Bias in points of view will be explored.

3. Class Three:

   Afrocentric Objective - Students will learn two more ancient African cultures and accomplishments.

   Study Skills Objectives - Introduction to the study skills of notetaking from lectures and textbooks.

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4. Class Four:

   Afrocentric Objective - Students will discuss their past academic experiences considering ideas learned in Afrocentricity.

   Study Skills Objective - Critical thinking skills will be reviewed specifically those that are required when examining and reviewing materials.

5. Class Five:

   Afrocentric Objective - Introduce students to African Art.

   Study Skills Objective - Introduce students to using the library.

6. Class Six:

   Afrocentric Objective - Students will understand the problems involved in growing up as a black male.

   Study Skills Objective - Continuance of introduction of students to the use of the library.

7. Class Seven:

   Afrocentric Objective - Students will become aware of the laws that are in place and the history that occurred for these laws to be enacted.

   Study Skills Objective - Organizational skills in the writing of papers.

   Study Skills Objective - The college catalog as a legal document.

8. Class Eight:

   Afrocentric Objective - Students will explore what and who are the negative reactions to the Afrocentric movement.

   Study Skills Objective - Students will learn to use references and quotes in essays to support their point of view.

9. Class Nine:

   Afrocentric Objective - To explore the ideas of African-American philosophers.

   Study Skills Objective - To learn how to prepare for examinations, both objective and subjective.

10. Class Ten - Final Essay Exam or other options.

Readings and audiovisual materials were recommended by experts. Dr. Asante's book on Afrocentricity (1987) and Chancellor's book The Destruction of Black Civilization (1990) were recommended as textbooks for the course. Since students enrolling in the course may be educationally disadvantaged the reading level of the material in the textbook was a consideration in choosing a text. A Frye Readability Formula was applied to both texts, Afrocentricity measured at the 13.2 reading level and The Destruction of Black Civilization at the 10.1 reading level.

Chancellor's textbook was chosen as the textbook for the course. Dr. Asante's book was included on a suggested reading list.

Assessing Student Performance

The performance level of students will be measured by the successful completion of weekly assignments as well as the final examination or the production of a final project. The grading system of the freshmen seminar courses was already established by the college. The grading system was either pass or fail.

Evaluation of the student learning outcomes would occur after the completion of the course. A final exam or project would be used as an assessment of the stated objectives of the course. The assessment of student outcomes would be made by the instructor. These objectives were presented in the syllabus (Appendix A).

Teacher Preparation

Successful freshman seminar courses have been taught by professional members of the advising staff, by student affairs administrators, and by counselors (Gardner and Jewler, 1985). Faculty members who lead orientation courses should be experts in study skills. Extra preparation in the subject of Afrocentricity is required if

the instructor is not an expert in this area. The faculty member should have interest in the retention of students.

Phase Three

Results from four independent evaluators were as follows:

1. Gil Ridley, Bucks County Community College, was pleased with the course. He suggested that it may be too comprehensive course for one credit and should be three credits. There was little doubt on his part the course would stimulate the students to seek information on the subject Afrocentricity and prepare them to debate the narrowness of history taught in our institutions. He also felt that is should be required of all students, perhaps as part of the core curriculum.
2. Dr. Asante thought it met the proposed criteria. He questioned why his textbook was not used.
3. Stan Johnson sent back the syllabus with approved written across it. There was no additional comment.
4. Dr. Porter questioned the idea of a course on Afrocentricity. "I have always been troubled by ethocentricity of any variety...". "... I believe in we need a treatment of history --grounded in good scholarship..." He said he was not a good choice because he did not believe in the concept. He was

chosen because of his position on the curriculum committee of a college that has a significant African-American student population.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to develop a freshman seminar course directed to the needs of the African-American student. The purpose of such a course was to increase interest and participation of all students at Beaver College especially the African-American students.

African American students, Board of Trustees, College Access Counselors and two interest groups requested courses addressing African American Studies. The vehicle chosen as a first course offering was the Freshman Seminar. The criticism of emphasizing a specific ethnicity was experienced in the development of the course. The review of literature on the subject suggested to expect criticism.

A reason to be concerned about the diversity issue was that accrediting associations have included this issue in their accreditation reports. This inclusion in institutional evaluations has also had its critics.

Afrocentricity is not without its critics. Critics of the African-centered movement are part of the larger assault against multicultural education. Their fear is that the role of Western culture in education will be diminished.

The first of the most recent attacks was launched by William Bennett, former U.S. Secretary of Education. He decries efforts that would change a required course in Western culture by including writers from non-European ethnic and cultural groups (Leatherman, 1990).

The need for a multicultural curriculum has been stated by one advocate, as follows:

> Individuals who know the world only form their own cultural and ethnic perspectives are denied important parts of the human experience and are culturally and ethnically encapsulated.... Just as a fish is unable to appreciate the uniqueness of his aquatic environment, so are many Anglo-American children unable to fully see and appreciate the uniqueness of their cultural characteristics. A key goal of multi-ethnic education is to help individuals gain greater self-understanding by viewing themselves from the perspective of other cultures (Lomotey, 1990).

Last month Mr. Alexander, Secretary of Education said that he would delay renewing the recognition for Middle States because of the group's diversity policy, which he said could lead colleges to use illegal quotas and infringe on academic freedom. The Middle States Accrediting group recommended to its members that they should to increase their recruiting and retention of minority students and minority faculty members (Jaschik, 1991).

Conclusion

Students need to study multiple cultures to learn how to develop many perspectives. Some people may fear that more attention on minority groups may have the effect of dividing people. But in a complex society, there are many different elements, and we should view this as a unique opportunity to build strength for the whole (Allis, 1990). In an attempt to build on these different elements, the course at Beaver was developed.

Beaver College desired to promote the creation of an affirmative learning environment for all students. All students should have the knowledge of their backgrounds to promote a sense of pride. Instructors need a knowledge of Afrocentricity because a number of African-American students. This knowledge will assist in sensitivity and awareness of the issue of centricity.

The "Afrocentricity" approach emphasizes the study of concepts, issues and behaviors among African peoples in Africa, the Americas and the West Indies. It encourages the use of this information by individuals so that they can be reconnected to and recentered on positive African values (Asante, 1980; 1987).

Implications

Diversity should be respected. Courses should be taught to allow all students and teachers to feel like first-class citizens. The college now has a course to respond to the needs of its African American students. The course should also meet the goal of encouraging connectiveness with Beaver College. The hope is that this connectiveness will assist in the retention of African-American students.

Institutions similar to Beaver College should look at to see if similar courses are offered.

Recommendations

The results of this study the following recommendations are made:

1. This course should be offered at a time so that the maximum population can enroll.
2. Brochures be developed and sent to all freshmen advertising the availability and merits of such a course.
3. Advertisements in local newspapers should show surrounding neighborhoods Beaver's commitments to diversity.
4. Research should be continued and further courses in this area should be developed at Beaver College. While a

multi-cultural curriculum involves discussions of academic subjects from the perspective of various cultural groups. the center of these discussions is located in the experience of one of those cultural groups.

The evaluated course was presented to the Vice President and Dean of Academic Affairs. It will be a freshmen seminar course for the spring 1992 semester.

Appendix A

Afrocentricity Course Syllabus

AFROCENTRICITY

Leslie M. Daughtry, M.A.

Textbook: The Destruction of Black Civilization. Chancellor Williams. Chicago Illinois. 1990 Third World Press.

Overall Course Objectives:

Objectives: Through classroom discussions students will look at history from an Afrocentric point of view.

Objectives: Students will be able to apply Afrocentric methods to critique historical and current work done on people of African descent, here and elsewhere.

Objectives: Students will be introduced to study skills and academic strategies required to be successful in future coursework.

Grading Policy: Students will be graded as follows.

Classroom discussion	: 40%
Homework Assignments	: 25%
Projects	: 10%
Final Examination	: 20%
Attendance	: 5%

Weekly Course Content

If you need decide you cannot complete the course, it is your responsibility to properly withdraw from the class. THE INSTRUCTOR WILL NOT WITHDRAW YOU FOR NON-ATTENDANCE.

Class One - Afrocentricity: Definition, Scope, and Objectives

Reading Assignment - Afrocentric Idea in Education (handout)

Chancellor Text pgs. 18-39

Objective: Students will be able to write their interpretation of what Afrocentricity is in terms of its place in the historical context of the world.

Objective: Students will be able to write in a short essay what their objectives will be in investigating history from an Afrocentric point of view.

Performance Objective: Students will write a definition of Afrocentricity. Students will investigate their agenda in taking this course by writing a one half page essay stating what they would like to learn in this course.

Study Skills: Students will learn three learning strategies to assist them in other classes.

Study Skills: Time management will be introduced and classroom strategies.

Class Two - Who Were The Egyptians?
Reading Assignment: Chancellor Text pgs. 48-96

Objective: Students will be explore the perspective that the Egyptian culture was a Black culture.

Performance Objective: Students will come to class prepared to discuss the issue of the race of the Egyptians.

Study Skills: Students will learn to look at the credentials and expertise of author's of textbooks. Bias in points of view will be explored.

Discussion: Egypt the cradle of civilization was a black history. What have historians done to whiten history?

Class Three - The Past History of Africa - Was it Buried?
Reading Assignment: Ancient African Kingdoms. Margaret Shinnie (in class handout) Edward Arnold Publishers. 1968. London, England pgs.9 -23

Chancellor Text. pages 118-136

Objectives: Students will know the history and accomplishments of three ancient African cultures.

Performance Objectives: Students will locate three sources of information on the latest findings regarding African-American history.

Performance objectives: Students will learn two more ancient African cultures and accomplishments.

Performance objectives: Students will learn to use the library efficiently to find two more African cultures to share with the class.

Study Skills: Introduction to the study skills of notetaking from lectures and textbooks.

Class Four - Columbus and American History
Special materials: Movie Glory
Reading Assignment: Chancellor Text. 136-161

Objective - Students will discuss their past academic experiences in light of ideas learned in Afrocentricity.

Performance Objective - Students will show their understanding of bias historical reporting by examining history textbooks used in current courses and school districts.

Study Skill - Critical thinking skills will be reviewed that are required when examining and reviewing materials.

Discussion - Exploring past educational experiences in learning history.

Class Five: African-American Art

Materials- Videotape on the Ballet of Harlem

Reading Assignment: Text: 161- 176

Objective: Introduce students to African art.

Performance Objective - To have students be able to identify two names of African artists.

Discussion - Students discuss the problems involved in contemporary life for African-American artists.

Library Skills (What do library contains from an Afrocentric point of view?)

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Class Six- Culture. Gender, Class Issues in Afrocentric Theory

Materials: Videotape discussing the Boys in the Banz

Reading Assignment: Chancellor Text 176 - 194

Objectives: Students will understand the problems involved growing up as a black male.

Performance Objective: Students will learn to how to conduct a search for movie and book reviews in the library.

Discussion of the Jim Crow laws.

Study Skills: Students will use how to use the computer in a data base and produce a computer printout of their research.

Class Seven - What is Afrocentric At This College? How can we improve quality of life? To explore the affects of EEO and Affirmative Action Programs.

Reading Assignments: Chancellor Text. 195 - 219
Library Skills
Local newspapers
College Catalog

Objective - Students will become aware of the laws that are in place and the history that occurred for these laws to be enacted.

Performance Objective: Students will demonstrate their understanding of Affirmative Action and Equal Employment Opportunity by presenting an essay with a description of the programs and their reactions to the affectivenness or appropriateness of such programs.

Study Skills - Organizational skills in the writing of papers.

Study Skills - The college catalog as a legal document.

Discussion - Why we have Affirmative Action and Equal Employment Opportunity?

Class Eight - Time Article - What About the Other Side of the Story?

Reading Assignment: Chancellor Text. 220 - 242

Objective - Students will explore what and who are the negative reactions to the Afrocentric movement.

Performance objective - Students will write a short essay on their personal views on Afrocentricity.

Study Skills - Students will learn to use references and quotes in essays to prove their point of view.

Discussion - Both sides of Afrocentricity will be explored.

Class Nine -Research African Philosophers/Artists
Time in History
Readings Assignment: Chancellor Text. 321-341
Reconstructing African Culture History. Gabel and Bennett. Boston University Press. 1967. Boston, Massachusetts
Roy Sieber-African Art and Culture History pgs. 115-139 (in class handout)

Objective - To explore the ideas of African-American philosophers.

Performance Objective - Students will be able to name one African philosopher and explain his beliefs.

Study Skills - To understand the concepts involved in studying for objective and subjective examinations.

Discussion - African philosophers and their philosophies.

Class Ten - Final Essay exam or presentation of projects (students will make decision regarding their preference during the fourth week of the semester).
Students are required to take an examination over the major components of Afrocentric Theory or write a paper analyzing one research article, book, essay, or video-film by an Africanist dealing with an aspect of African culture.

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